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Fall 2018

Peacemaking and Peacekeeping

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Wood, David, "Peacemaking and Peacekeeping" (2018). *Diplomacy Syllabi*. 290.
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DIPL 6004WB: PEACEMAKING AND PEACEKEEPING Fall 2018 (online)¹

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COURSE DESCRIPTION

This course examines theories and research concerning the nature and causes of conflict at both the domestic and international levels as well as practice for preventing, managing or resolving such conflicts. Students will learn the basic concepts of conflict resolution and skills of diagnosing social conflict. We will focus on the practice of conflict resolution with emphasis on peacemaking and peacekeeping and the connection between conflict analysis and intervention. This course will include a blend of lectures, reflective blogs, class discussions and exercises.

LEARNING OUTCOMES

By the end of the course, students will be able to:

1. Assess systematically and analytically peacekeeping and peacemaking approaches
2. Apply theories, concepts and models of peacemaking and peacekeeping on real life cases
3. Connect theory to practice through discussion, research and case study analysis

REQUIRED TEXTS:

The following texts should be purchased (from Amazon, SHU Bookstore, addall.com, or any other site) or rented:

Allen Nan, Susan, Zacharia C. Mampilly, and A. Bartoli, ed. 2011. *Peacemaking: From Practice to Theory*. Westport, Conn.: Praeger. (e-book available through SHU library)

Pruitt, Dean G, Sung Hee Kim, and Jeffrey Z Rubin. 2004. *Social Conflict : Escalation, Stalemate, and Settlement*. 3rd ed. McGraw- Hill Series in Social Psychology. Boston: McGraw-Hill.

Dallaire, Roméo, and Brent Beardsley. 2005. *Shake Hands with the Devil: The Failure of Humanity in Rwanda*. New York, NY; [Berkeley, Calif.]: Carroll & Graf ; Distributed by Publishers Group West.

¹ The instructor reserves the right to modify the syllabus as necessary during the course of the semester

Bellamy, Alex J, and Stuart, Williams, Paul D Griffin. 2010. Understanding Peacekeeping. Cambridge: Polity Press.

All other readings will be made accessible on Blackboard.

Course Policies

Late Work

All blogs, discussion postings and papers are due by 6pm on the noted day and will be considered late if submitted after this time. No late blogs and discussion posts will be accepted without prior discussion and approval from the instructor. Late papers will receive a one-point deduction for every day late, up to 15 total points. I understand that emergencies happen; **please** contact me sooner, rather than later, if you find it difficult to keep up with your work, are falling behind in the class, or are having problems and difficulties of any kind.

Assessment of Students

Students participating in the course will be graded based on the following:

1. **Active participation in the class activities** (group discussions and blogs) (50%)
While each forum officially will begin on Monday of each week, you will have access to forum content and information at any time. However, forums will remain open for discussions, blog posts and assignment submissions until 6:00 p.m., Sunday. Please note that first response to discussion questions is due on Friday, and at least two responses to colleague posts are due two days later, on Sunday. You **must** do both for your responses to be considered complete. Submitting one without the other will result in loss of points. Students will also be graded on the quality and thoughtfulness of their contributions as per the discussion board and blog assignment rubrics posted on blackboard. Since our class does not meet in person, it is your contributions on the material, your reflections around the subject matter and your engagement on these issues with each other that will greatly enhance the course. Both discussion and blog posts **must** reference class readings for that week and include a list of works cited.
2. **Reflective paper** (20 %) One 7-page paper in which you should analytically reflect on the book *Shake Hands with the Devil: The Failure of Humanity in Rwanda*. Discuss the book by pointing out strengths and weaknesses of various approaches and concepts that pertain to peacekeeping. Apply other readings from the class to support your arguments. Feel free to use your own examples and ideas to support your arguments.
3. **Final paper: analysis of conflict of your choice** (30%)

The final paper should be a case study, emphasizing and utilizing conflict analysis and resolution concepts from the readings to both analyze some current conflict and propose possible peacemaking/peacekeeping strategies.

You will need to prepare a one-paragraph summary of your paper and send it to the instructor (as a blog post during week 7). Also include a paper outline, with the headings that you plan to have in the paper, as well as a preliminary list of works cited, providing at least eight sources. Then, based on the recommendations and questions that you'll receive, you should write the final paper.

Pick a conflict situation (this can be communal conflict, cultural conflict, ethnic, international or domestic conflict);

Analyze the conflict – provide a short background, parties interests and aspirations, key issues and developments, some previous peacemaking initiatives – analysis means that you should not describe, but be critical and reflective in each argument that you make; if you say something support it with evidence.

Suggest a peacemaking/peacekeeping intervention/strategy and explain why it would work, what challenges you expect and what are the ways forward.

Citation Style

For all written assignments, it is expected that you will cite your class texts, supplemental readings, and other sources. Be creative and give your own opinions supported by evidence. Do not describe - be **analytical and creative**. **Papers should utilize one of the *Chicago Manual of Style* citation formats: Author-Date or Notes and Bibliography.** The guidelines for these formats are on the course Blackboard page.

Again, please be sure to include either footnotes or in-text citations in ALL work, including blogs and discussion posts. Failure to do so will result in points taken off. Please also ensure that the papers are double-spaced, spell-checked, and legible. They should be in 12-point characters in the 'Times' font. Please use **Word document format**. All material submitted for the class should be your own work and must not be copied or otherwise plagiarized.

Grading Criteria

Assignments/Activities

Discussions and blogs (due dates on Blackboard)

1 Reflective Paper: 10/21/2018

Final Paper: 11/25/2018

Table of points:

Module	Group discussion	Blogs	Paper (graded)	Total percentages
1		10		10

2		5		5
3	5			5
4	10			10
5			20	20
6		5		5
7		10		
8				
9	5			5
10			30	35
Total	20	30	50	100

Grading Scale

A 94-100
 A- 90-93
 B+ 87-89
 B 84- 86
 B- 80-83
 C+ 77-79
 C 74-76
 C- 70-73
 D+ 67-69
 D 63-66
 D- 60-62
 F < 60

Blackboard

We will use Blackboard 9.1 for the course. Additional guidance on individual assignments and discussion questions will be posted there. Use the Blackboard assignment drop box to submit your work for grading. Please visit our Blackboard site regularly.

Technical Help

The first point of contact for any technology related question or problem is Seton Hall University's Technology Service Desk. Contact the Technology Service Desk by phone by calling (973) 275-2222 or via e-mail at servicedesk@shu.edu.

The Technology Service Desk is staffed by IT professionals Monday through Friday from 8 a.m. through 11 p.m. Outside of these hours, the Technology Service Desk phone is answered by an external technology support service that provides phone support for most University applications, including the Blackboard Learning Management System, Microsoft Windows, and the Microsoft Office suite.

For more tips and technical information, go to Seton Hall's Tech Help Community.

Special Library Resources for Online Students

Seton Hall online students have electronic access to vast information resources of the University Libraries. Students have immediate access to collections of databases, articles, journals, and ebooks from the library homepage. Access to most electronic materials requires the use of a Seton Hall PirateNet ID and password. If the Seton Hall University Library does not include a certain article, the library will obtain a digital copy from another library and email it within 24 to 48 hours of request. Additionally, online instructors post items from the library's collection to the course's Blackboard site.

Online students and faculty receive personal assistance from our expert library faculty in a number of ways. General queries can be handled by the Reference Desk, at (973-761-9437) or through our Ask a Librarian page. Subject librarians offer in depth assistance via phone by appointment. The library's research guides provide guidance to finding subject-specific electronic materials.

Communication, Feedback and Email

The instructor will respond to student's emails within 48 hours. If instructor is away from email for more than one day, she will post an announcement in the Blackboard course folder.

Before sending an email, please check the following (available on your Blackboard course menu) unless the email is of a personal nature:

- Syllabus
- Frequently Asked Questions (FAQs)
- Help forum (Feel free to respond to other students in the Help forum if you know the answer.)
- Blackboard videos on how to use Blackboard features
- Blackboard Q&A, and
- Technology Requirements.

Grades and feedback will either be posted to Blackboard (see My Grades) or as a general announcement to all students, within 5 to 7 days for blogs and discussions and within two weeks for papers after the assignment is due. I will post feedback using the announcement feature when the feedback is one that can benefit all students equally.

It is expected that you use your SHU email address; emails from non-SHU accounts will not be returned.

Netiquette

Netiquette refers to the good manners we use when communicating online. For online discussion netiquette:

1. Think of your comments as printed in the newspaper... your online comments will be seen, heard and remembered by others in this class. Before you make an

emotional, outrageous, or sarcastic remark on-line, think about whether or not you would care if it was seen in your local newspaper.

2. Don't be overcome by your emotions. Take a few breaths and step away from your computer if need be.
3. Sign your real name. It is easier to build a classroom community when you know to whom you are responding.
4. Avoid self-centered comments. If you have a great idea, great. If you want to contribute to an ongoing discussion, terrific. But, don't just tell others about your problems ("I'm frustrated", "My audio doesn't work today") unless it contributes in some way to the class.
5. Avoid negativity. You can disagree. You should disagree. You can challenge ideas and the course content, but avoid becoming negative online. It will impact you negatively, hinder the class discussion, and may give the wrong impression of you to others.
6. There is no need to be aggressive online. No flaming, all caps, or !!!!, or ????
7. Be polite, understate rather than overstate your point, and use positive language. Using bold, frank, overstated language conveys an emotional aggressiveness that hinders your message.
8. Disagree politely. When you disagree politely, you stimulate and encourage great discussion. You also maintain positive relationships with others with whom you may disagree on a certain point.
9. Don't disrupt. Online dialogue is like conversation. If there is a dialogue or train of thought going on, join in, add to it, but, if you have something entirely different to bring up, wait or post it in another thread.
10. Don't use acronyms that not everyone would understand and know.

Academic and Professional Integrity Policy

Work submitted in the course *must be the product of each individual student*. Contributions of others to the finished work must be appropriately cited and acknowledged. Any work not following these guidelines may be found to be plagiarism.

Plagiarism and other forms of academic dishonesty will be reported to the administration, and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See University and School standards for academic conduct here:

[<https://www.shu.edu/student-life/upload/Student-Code-of-Conduct.pdf>](https://www.shu.edu/student-life/upload/Student-Code-of-Conduct.pdf)

[<http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>](http://www.shu.edu/academics/diplomacy/academic-conduct.cfm)

I strongly encourage you to read a brief piece by Rebecca Moore Howard and Amy Rupiper Taggart from Research Matters, entitled, "Using information and avoiding plagiarism," that is posted on blackboard, under course information, in the section on "Academic and Professional Integrity Policy."

In addition, to not plagiarizing, students are expected to show the following:

1. **Dependability:** candidates are reliable, timely, and consistent in their presence and preparation for courses at the university as well as their field settings.
2. **Respect & Empathy:** candidates are respectful in their address, writing, language, and physical space toward faculty, university staff, school personnel, peers, and students in the field.
3. **Open-mindedness:** candidates respect the context and experience of others; developing the skills to use that information in classroom conversation, writing, and lesson planning.
4. **Integrity:** candidates submit original work, fully cite all sources associated with the development of their work (including information from the internet), and recognize that the university fully supports the use of anti-plagiarism software in support of academic integrity. Original student work is expected.

Statement on Students with Disabilities

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester.

For more information or to register for services, contact DSS at:

Email: dss@shu.edu
Phone: 973-313-6003
Fax: 973-761-9185
Duffy Hall room 67

Policy on Incompletes:

Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor *before* the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an "FI" (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.

COURSE SCHEDULE:

Week 1

Subject: During the first week, we will focus on mutual introductions and acquaint ourselves with the topics of peacemaking and peacekeeping. You will be expected to also explore the syllabus, Blackboard online platform and course requirements. Through the readings, we will look at the nature and sources of conflict.

Readings: Pruitt, Dean G, Sung Hee Kim, and Jeffrey Z Rubin, (PART I – chapters 1, 2, 3)
Dugan, Maire. 1996. “A Nested Theory of Conflict.” A Leadership Journal: Women in Leadership-Sharing the Vision 1 (1).

Week 2

Subject: Escalation of conflict – models and concepts

Readings: Pruitt, Dean G, Sung Hee Kim, and Jeffrey Z Rubin, (PART II – chapters 5, 6, 7)

Week 3

Subject: Peacemaking – stalemate and settlement

Readings: Pruitt, Dean G, Sung Hee Kim, and Jeffrey Z Rubin, (PART III – chapters 9, 10, 11)

Week 4

Subject: Peacekeeping – concepts and origins

Reading: Bellamy, Alex J, and Stuart, Williams, Paul D Griffin (Part I and Part II)

Week 5

Subject: Peacekeeping case study (Rwanda)

Reading: Dallaire, Roméo, and Brent Beardsley. 2005. Shake Hands with the Devil: The Failure of Humanity in Rwanda.

Week 6

Subject: Peacekeeping – peace operations and challenges

Reading: Bellamy, Alex J, and Stuart, Williams, Paul D Griffin (Part III and Part IV) Brahimi report

Week 7

Work on paper

Week 8

Subject: Peacemaking practice

Reading: Allen Nan, Susan, Zacharia C. Mampilly, and A. Bartoli (Chapters 4, 5, 7, 8, 10)

Week 9**Subject: Towards systemic peacemaking****Reading:** Allen Nan, Susan, Zacharia C. Mampilly, and A. Bartoli (Chapters 39, 40, 41, 47)**Week 10:****Subject:** Final paper

The final week is dedicated to conducting research and writing of the final paper.

Due 11/25/2018**DETAILED CLASS SCHEDULE**

Weeks	Reading and Video Content	Activities	Paper Assignments
<p>Week 1:</p> <p>Introduction to peacemaking and peacekeeping</p> <p>Date: <u>Mon., 09/10 – Sun., 09/16</u></p> <p>Learning outcome 1, 2</p>	<p>Readings:</p> <p>Syllabus</p> <p>Pruitt, Dean G, Sung Hee Kim, and Jeffrey Z Rubin, (PART I – Chapters 1, 2, 3)</p> <p>Dugan, Mairc. 1996. “A Nested Theory of Conflict.” A Leadership Journal: Women in Leadership- Sharing the Vision 1 (1).</p> <p>PowerPoint/lecture Dugan model</p>	<p>TOPIC: During the first week, we will focus on mutual introductions and acquaint ourselves with the topics of peacemaking and peacekeeping. You will be expected to also explore the syllabus, Blackboard online platform and course requirements.</p> <p>1.1. Introductions Blog–Points:5</p> <p>Instructions: Post a blog entry to introduce yourself to the instructor and the other students in the course. You are encouraged to comment on the introductions of your student colleagues.</p> <p>Include answers to the following questions...</p> <ol style="list-style-type: none"> 1. Where do you call home? 2. What name do you go by in this school? 3. What experiences do you have with conflict resolution? 4. What related (to conflict resolution) classes have you taken in the past or are taking at the moment? 5. What do you expect to learn in this course? 6. What are your outside interests? 7. Have you ever taken an online course before? If so, what tips do you have for other students? <p>The introduction should be between 100 and 150 words. Deadline: <u>Friday 9/14/18</u></p> <p>1.2 Blog entry on What is peacemaking and peacekeeping? – Points: 5</p> <p>Learning Objective</p> <p>By the completion of this activity, you will be able to apply and use various concepts pertaining to the role of peacemaking and peacekeeping.</p> <p>Instructions:</p> <p>Complete the assigned readings 1 and 2. First analyze</p>	

		<p>the conflict of your choice by using Dugan's model and then use some of the concepts/theories from the readings to propose peacemaking or peacekeeping strategies that you would use to deal with the conflict of your choice (personal, intrastate, interstate or communal). Make sure you cite the readings and make a distinction between peacekeeping and peacemaking.</p> <p>Blog length should be 500-650 words. Estimated time for</p> <p>blog: 4 hours. Deadline: Sunday 09/16/18</p>	
Weeks	Reading and Video Content	Activities	Paper Assignments
<p>Week 2: Escalation of conflict – models and concepts</p> <p>Date:</p> <p>Mon., 09/17 – Sun., 09/23</p> <p>Learning Outcomes: 1, 3</p>	<p>Readings:</p> <p>Pruitt, Dean G, Sung Hee Kim, and Jeffrey Z Rubin, (PART II – chapters 5, 6, 7)</p> <p>Mini-lecture</p> <p>Documentary: Beyond Right and Wrong</p>	<p>TOPIC: During week 2, we will focus on how conflicts escalate as well as the conditions and roots of violent conflicts. We will learn key models and concepts pertaining to escalation of conflict.</p> <p>2.1. Blog on escalation of conflicts with religious and cultural implications using models and concepts from the readings Points: 5</p> <p>Learning Objective</p> <p>By the completion of this activity, you will be able to apply skills of critical analysis and use various concepts to analyze escalation of conflict. You will also be able to analyze roots, escalation and consequences of conflict through discussion and case studies' analysis.</p> <p>Instructions:</p> <p>Complete the assigned readings; chose a conflict and analyze it using at least 2 concepts/or and models from the readings and arguing why you consider them most convincing. Make sure you cite the readings.</p> <p>Blog length should be 500-650 words. Refer to the "Rubric for Excellent Blog Posts" for grading criteria. Estimated time for blog: 3 hours. Deadline: Sunday 9/23/18</p> <p><i>Additional questions to consider on the documentary and readings:</i></p> <p>How do conflicts escalate? What are the roots of the conflicts in the cases mentioned in the documentary? How do we deal with consequences of deadly conflict at personal, communal and international levels? Is reconciliation possible?</p>	
Weeks	Reading and Video Content	Activities	Paper Assignments
<p>Week 3: Peacemaking – stalemate and settlement</p>	<p>Readings:</p> <p>Pruitt, Dean G, Sung Hee Kim, and Jeffrey Z Rubin, (PART III – chapters 9, 10,</p>	<p>TOPIC: During this week, we will focus on how conflicts de-escalate and which peacemaking practices are used to reach settlement.</p> <p>3. Group Discussion on Peace in Northern Ireland</p>	

<p>Date:</p> <p><u>Mon., 09/24 – Sun., 09/30</u></p> <p>Learning Outcomes: 1, 3</p>	<p>11)</p> <p>Mini-lecture</p> <p>Video: Peace in Northern Ireland, but Sectarian Divisions Remain: https://www.youtube.com/watch?v=tHfE_ABpXis</p>	<p>video</p> <p>Learning Objective By the completion of this activity, you will be able to connect theory and concepts on de-escalation and conflict settlement to practice through discussion and case study analysis.</p> <p>Instructions: Using concepts and insights from the readings, submit to the discussion board an entry responding to video and answering the following: Is peace in Northern Ireland sustainable? What conditions were necessary for de-escalation of conflict? How should we promote reconciliation in the aftermath of conflict?</p> <p>Submit 1 initial entry of 250-350 words and at least 2 replies to your colleagues entries of 100-150 words</p> <p>Refer to the “Rubric for Excellent Class Discussions,” for grading criteria. Estimated time for discussion: 5 hours.</p> <p>Deadline: <u>Friday 9/28/18</u> (post discussion initial entry) Deadline: <u>Sunday 9/30/18</u> (submit at least 2 replies to others’ initial entries) Points: 5</p>	
<p>Week 4: Peacekeeping – concepts and origins</p> <p>Date:</p> <p><u>Mon. 10/1 – Sun., 10/7</u></p> <p>Learning Outcomes: 2, 3</p>	<p>Readings: Bellamy, Alex J, and Stuart, Williams, Paul D Griffin (Part I and Part II)</p> <p>Video: UN Peacekeeping in East Timor https://www.youtube.com/watch?v=Muji6SrP6vk</p> <p>Speaker’s lecture (Prof. Massimo Introvigne): https://www.youtube.com/watch?v=X.Xl9cq-68FM&feature=youtu.be</p>	<p>TOPIC: This week’ topics are concepts and origins of peacekeeping.</p> <p>4.1. Group Discussion</p> <p>Learning Objective By the completion of this activity, you will be able to apply and use various peacekeeping and peacemaking concepts to analyze conflicts with religious and cultural implications.</p> <p>Instructions: Watch the speaker’s lecture, and using the lecture and the readings respond to the following in the group discussion board:</p> <p>What do you find most compelling about peacekeeping? Which aspects of peacekeeping are most relevant in the situation of East Timor? Propose a peacemaking/peacekeeping strategy for the cases of religious or cultural conflicts (which include discrimination, structural and cultural violence) described by the speaker. Comment on your colleagues’ proposed strategies.</p> <p>Submit 1 initial entry of 250-350 words and at least 2 replies to your colleagues entries of 100-150 words.</p> <p>Refer to the “Rubric for Excellent Class Discussions,” for grading criteria.</p>	

		<p>Estimated time for discussion: 5 hours.</p> <p>Deadline: Friday 10/05/18 (post discussion initial entry)</p> <p>Deadline: Sunday 10/07/18 (submit at least 2 replies to others' initial entries)</p> <p>Points: 10</p>	
Weeks	Reading and Video Content	Activities	Paper Assignments
Fall Break			
<u>Mon., 10/08-Sun., 10/14</u>	No class	No class	No class
Weeks	Reading and Video Content	Activities	Paper Assignments
<p>Week 5: Peacekeeping case study (Rwanda)</p> <p>Date: <u>Mon., 10/15-Sun., 10/21</u></p> <p>Learning Outcomes: 1, 2, 3</p>	<p>Reading:</p> <p>Dallaire, Roméo, and Brent Beardsley. 2005.</p> <p>Shake Hands with the Devil: The Failure of Humanity in Rwanda.</p>	<p>TOPIC: This week we will examine the case study of Rwanda and how its failure led to significant changes in peacekeeping operations.</p> <p>Learning Objective</p> <p>By the completion of this activity, you will be able to evaluate the Rwandan peacekeeping case study and reflect on its challenges and lessons learned.</p> <p><i>Question to consider for the documentary and readings:</i></p> <p>How does genocide occur and is there a way to prevent it?</p>	<p>Reflective Paper</p> <p>Points: 20</p> <p>Learning Objective</p> <p>By the completion of this activity, you will be able to critically analyze the practice of peacekeeping on a real life case.</p> <p>Instructions:</p> <p>Complete the reading of the book. Submit the 7-page paper on the following topic: Why did peacekeeping in Rwanda fail and what could have been done differently? Use the suggested readings to reflect on peacekeeping practices. Feel free to provide personal examples and offer creative solutions supported by evidence.</p> <p>Deadline: <u>Sunday 10/21/18</u></p>
<p>Week 6: Peacekeeping evolution – peace operations and challenges</p> <p>Date: <u>Mon., 10/22-</u></p>	<p>Readings:</p> <p>Bellamy, Alex J, and Stuart, Williams, Paul D Griffin (Part III and Part IV)</p> <p>Brahimi report</p> <p>Mini-lecture</p>	<p>TOPIC: We will focus on evolution of peacemaking as well as challenges and lessons learned from peacekeeping operations.</p> <p>6. Blog entry on evolution of peacekeeping</p> <p>Learning Objective</p> <p>By the completion of this activity, you will gain insights into the changing nature of peacekeeping and lessons learned from peacekeeping operations. You will have the opportunity to apply some of the concepts from</p>	

<p>Sun., 10/28</p> <p>Learning Outcomes: 3</p>	<p>Documentary: On peacekeeping mission in the Congo</p> <p>http://www.pbs.org/now/shows/520/</p>	<p>the readings on the case of peacekeeping in the Congo.</p> <p>Instructions: Complete the assigned readings, watch the documentary and use some of the concepts/ideas from the readings to analyze how and why peacekeeping evolved. Use the case of Congo as well as other case studies covered in this course. Make sure you cite the readings.</p> <p>Blog length should be 500-650 words. Points: 5 Deadline: Sunday 10/28/2018</p> <p>Refer to the "Rubric for Excellent Blog Posts" for grading criteria. Estimated time for blog: 2 hours.</p>	
Weeks	Reading and Video Content	Activities	Paper Assignments
<p>Week 7</p> <p>Work on a paper outline and draft</p> <p>Date:</p> <p>Mon., 10/29-Sun., 11/04</p>		<p>7. Final Paper Blog</p> <p>Instructions:</p> <p>Prepare a one-paragraph summary of your final paper and submit it as a blog post. Also provide an outline of your paper, indicating the key areas/headings to be considered. Finally, provide a tentative list of works you plan to draw on for your final paper. You should list at least eight sources (academic journal articles/books)</p> <p>State your opinion (in 100-150 words) on 2 other summaries using the Blog Comments feature.</p> <p>If you see that two other students have already commented on someone's outline then comment on another student's post. I would like to make sure that all students receive feedback from their peers.</p> <p>Blog length should be 500-650 words. Points: 10</p> <p>Final Paper Outline Deadline: Friday 11/02 Deadline: Feedback Comments: Sunday 11/04</p> <p>Refer to the "Rubric for Excellent Blog Posts" for grading criteria. Estimated time for blog: 4 hours.</p>	
<p>Week 8:</p> <p>Peace and peacemaking – origins and concepts</p> <p>Date:</p> <p>Mon., 11/05-Sun., 11/11</p> <p>Learning</p>	<p>Reading: Allen Nan, Susan, Zacharia C. Mampilly, and A. Bartoli (Chapters 34, 35, 36, 38)</p>	<p>Topic: This week we will focus on the concept of peace and peace making, identifying the origins of the term and its development.</p> <p>Question to think about as you read: What do you find most compelling about peacemaking? What are the challenges? What is needed for success?</p>	

Outcomes: 1, 2			
<p>Week 9: Peacemaking practice</p> <p>Date: <u>Mon., 11/12 – Sun., 11/18</u></p> <p>Learning Outcomes: 1,2,3</p>	<p>Readings: 3</p> <p>Allen Nan, Susan, Zacharia C. Mampilly, and A. Bartoli (Chapters 34, 40, 46, 47)</p> <p>Lecture by a guest speaker on peacemaking in Mozambique</p>	<p>TOPIC: This week, we will focus on peacemaking practice.</p> <p>9.1 Group discussion on the readings – Points: 5</p> <p>Learning Objective By the completion of this activity, you will be able to analyze peacemaking practice writ large. You will have the opportunity to apply some of the concepts from the readings on the cases of your choice which would facilitate analysis and learning about the practices of peacemaking in diverse settings.</p> <p>Instructions: Complete the assigned readings, listen to the guest speaker and apply some of the concepts/ideas from the readings to the real life case of you choice. Make sure you cite the readings and reflect on the lecture on Mozambique.</p> <p>Submit 1 initial entry of 250-350 words and at least 2 replies to your colleagues' entries of 100-150 words</p> <p>Refer to the “Rubric for Excellent Class Discussions,” for grading criteria.</p> <p>Estimated time for discussion: 5 hours.</p> <p>Deadline: <u>Friday 11/16/18</u> (post discussion initial entry) Deadline: <u>Sunday 11/18/18</u> (submit at least 2 replies to others' initial entries) Points: 5</p>	
<p>Week 10: Final Paper</p> <p>Learning Outcomes: 1,2,3</p> <p><u>Mon., 11/19– Sun. 11/25</u></p>		<p>TOPIC: The final week is dedicated to conducting research and writing of the final paper.</p>	<p>10. Final paper</p> <p>Learning Objectives:</p> <p>By the completion of this activity, you will be able to analyze the current and develop new innovative approaches to peacemaking and peacekeeping based on ideas and concepts covered.</p> <p>Instructions The final paper should be a case study, emphasizing</p>

		<p>and utilizing conflict analysis and resolution concepts from the readings to both analyze some current conflict and propose possible peacemaking/peacekeeping strategies.</p> <p>1. Pick a conflict situation (this can be communal conflict, cultural conflict, ethnic, international or domestic conflict);</p> <p>2. Analyze conflict – provide a short background, parties interests and aspirations, key issues and developments, some previous peacemaking initiatives – analysis means that you should not describe, but be critical and reflective in each argument that you make; if you say something support it with evidence.</p> <p>Suggest a peacemaking/peacekeeping intervention/strategy and explain why it would work, what challenges you expect and what are the ways forward.</p> <p>The final paper should be 12-15 pages in length, double-spaced, Times New Roman font, 1”-margin.</p> <p>See requirements above and “Rubric for Excellent Written Papers.”</p> <p>Submit Final Paper</p>
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